**TEAL Oral assessment criteria Task 8: Picture story sequence Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions**  | **Linguistic structures and features** | **Strategies** | ***EAL curriculum levels*** ***A1/BL/B1 CL/C1 A2/B2/C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Provides a detailed story, including attributes of the characters
* Varies expression and voice to add interest to their story
* Tell their story with minimal or no teacher prompts
* Relates reasons for the way characters behave
* Provides a story complication or alternative interpretation
 | * Manages interaction using appropriate interruptions/turn taking
* Competent use of social formulas
* Justifies, negotiates, predicts, and suggests
* Agreement, disagreement, humour
* ‘Conversational’ fillers to interact – *Well … I have to say … that was very naughty*
 | * Express complex ideas and alternatives, in an extended, structured response
* Includes more sophisticated elements such as direct speech, naming of characters
 | * Mostly accurate use of past tense to describe events in the story
* Modals, *maybe she*
* Use of range of logical connectives to give reasons – *so that, because*
 | * Concepts such as location, reality
* Wider range of appropriate word choices
 | * Overall confident pronunciation, some individual issues, word endings or problematic sounds *– dey* for *they*
* Successful use of stress and intonation to carry additional meaning, signal agreement encouragement
 | * Argue for own ideas
* Self-correct and reformulate
* Ask for a correct term
* Ask questions to clarify
* Pick up on more precise language from teacher or partner
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| **3** | * Provides a recognizable narrative, with attempts to add interest and detail
* Extended telling of the story
* Discuss the moral of the story
* Adds more detail when questioned
* Gives reasons for the events in the story
* Fluent when talking about well-known ideas and expressing simple new ideas
 | * Obvious story telling elements
* Tells their story with little prompting or questioning
* Adds additional elements to create more interesting story
* Able to compare, explain, clarify, identify and describe
* Monitors others response to what they are saying, and modifies to improve communication
 | * Longer turns of several extended phrases and sentences
* Story like structure, including opening phrases and a conclusion
 | * Consistent use of past tense – *one day the girl was walking*
* Some preposition confusion – *on the car*
* Greater variety of terms to explain and express reasons *– … she did it because if...*
 | * Adjectives and adverbs for more detail – *little girl, very cute*
* Concepts such as *size, time, location*
* More specific verbs – *pick, break, steal, smell*
* Confusion with verb tenses – *pick/picked, take/took*
 | * Sounds clear most of the time despite some errors with less well known words
* Less obvious influence of first language on intonation, stress and rhythm

Stress and intonation to reinforce ideas or direct – *no not there* | * Use circumlocution when lacking specific vocabulary – *that thing*
* Use common social and classroom formulas to facilitate the interaction, and to gain attention – *I forgot, Put that card here?*
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| **2** | * Tells a short but connected story
* Detail adds some interest to the story
* Less reliant on constant teacher prompting and questions
* Understand and answers predictable simple questions, but difficulty in answering why/how questions
* Re-order the cards to tell a different story
* Fluent in using well known and formulaic language, short phrases
 | * Includes some story-like elements in structuring their story
* Generally allows the discourse to be managed by the teacher
* Limited resources for explaining, justifying, suggesting or signalling intention
* Gestures to convey meaning when doesn’t know the words for feelings and ideas
* Minimal verbal interaction for clarifying, describing, explaining
 | * Talk characterised by short sentences and statements – *he looking the car,*
* Rely on teacher prompts and questions
 | * Generally use of present tense – *the boy is walking*, *she take flower, put teddy*
* Formulaic phrases – *very good, like that*
* Time markers – *next, then*
* Use of *because* to explain
* Pronoun confusion
 | * Some topic specific language, identifies the key items and people in the story
* Basic verbs – *see/saw, go, take*
* Confusion with prepositions –*in/on*
 | * Mostly intelligible pronunciation, particularly with well-known words, phrases
* Some sounds and words difficult to identify
* Significant first language influence on stress, rhythm and phonology
 | * Imitate or use key words or phrases from other speaker – *this way*
* Ask for assistance – *what this?*
* Borrow key words from the speaker
* Check ideas with teacher
* Improve pronunciation after listening to another speaker
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| **1** | * Understands the story telling task
* Sequences the pictures
* Talks about what happens in each picture rather than a clear, connected story
* Minimal story detail or elaboration
* Relies on highly predictable teacher support, such as prompting, questioning or pointing to the pictures
* Understands simple predictable questions but may not be able to explain ideas, opinions
* Provides short turns, with frequent pauses and sometimes extended ‘thinking time’.
 | * Few narrative or story-like features
* May agree with partner or teacher, even when they don’t understand
* Needs guidance and questioning from the teacher to tell the story
* Few verbal strategies to initiate or maintain interaction
* May use mime and gesture to signal agreement, misunderstanding
* Cannot formulate questions beyond simple formulas, or single words
 | * Pauses in interaction, but may not ask for a repeat of the question or for assistance
* Interaction may be through gestures, facial expression
* Series of short utterance –*smell flower, take teddy*
 | * Understand simple questions – What's the girl doing? Did the boy take the teddy? Was that naughty?
* Formulaic/ borrowed phrases – *no/yes this, take this, here flower*
* Use of simple present tense – *boy walking, see flower*
* Basic time markers – *next*, *and then*
 | * Little specific vocabulary – *boy, girl, flower*
* Few verbs – *take, put down*
 | * Generally intelligible, some sounds, words and phrases difficult to identify
* Marked first language influence on intonation, stress and rhythm
* May need more than one attempt at pronouncing a new word
 | * Use key words used by teacher/partner
* Wait for the teacher to supply an appropriate word
* Eye contact, gesture to ask for help
* Use gesture and mime rather than talking – nodding, head shake, facial expression
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